MOODLE IN ARABIC LEARNING: HOW IT WORKS AT SMK SYAFI’I AKROM PEKALONGAN

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Abstract  
This study aims to describe and analyze deeply the use of Moodle's open source e-learning at Syafi‘i Akrom Pekalongan Vocational School. This is a kind of field research and the process of collecting the data uses observation, interviews and documentation techniques. Data analysis was conducted using analytical description and comparative method (Constant Comparative Method) techniques. The results showed: (1) Moodle-based e-learning at Syafi‘i Akrom vocational school has not been utilized properly and optimally by all teachers and only IT teachers knowing how to use it; (2) Moodle-based Arabic E-learning at Syafi‘i Akrom Vocational School also has not been utilized properly and optimally in Arabic learning process. It still uses conventional methods and media by having face to face meeting with the provided media; (3) The aim and objective of e-learning at Syafi‘i Akrom Pekalongan Vocational School is realizing the media as one of the alternative media in learning to create more independent learning process without problems of place and time. Besides, the teacher has more flexible time due to the Internship Program for the XI graders; (4) The supporting factors of Arabic e-learning in Syafii Akrom vocational school are sufficiently complete facilities, the existence of elearning.ponpes-smksa.sch.id as the e-learning website, sufficient funding support, IT training, and student ability in the use of ICT. The obstacles of the e-learning in this vocational school is the lack of ability and interest of teachers in using IT that enables the lack of ability to provide more interactive material for the students, the complexity of the features in Moodle, and the students’ who come from non Madrasa / Islamic boarding school backgrounds which have low ability in understanding Arabic.


Abstrak  
Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis secara mendalam penggunaan E-learning Open Source Moodle di SMK Syafii Akrom Pekalongan. Penelitian ini adalah penelitian lapangan dan dalam proses pengumpulan datanya menggunakan teknik observasi, wawancara dan dokumentasi. Analisis data dilakukan dengan menggunakan deskripsi analitis dan metode komparatif. Hasil penelitian menunjukkan: (1) e-learning berbasis Moodle di SMK Syafii Akrom belum dimanfaatkan dengan baik dan optimal oleh semua guru dan hanya guru IT yang mengetahui cara menggunakankannya; (2) E-learning Bahasa Arab berbasis Moodle di SMK Syafii Akrom juga belum dimanfaatkan dengan baik dan optimal dalam proses pembelajaran bahasa Arab. Sekolah ini masih menggunakan metode dan media
konzventional dengan melakukan pertemuan tatap muka dengan media yang disediakan; (3) Maksud dan tujuan e-learning di SMK Syafi'i Akrom Pekalongan adalah mewujudkan media tersebut sebagai salah satu media alternatif dalam pembelajaran untuk menciptakan proses belajar yang lebih mandiri tanpa ada masalah tempat dan waktu. Selain itu, guru memiliki waktu yang lebih fleksibel karena Program Magang untuk siswa kelas XI; (4) Faktor pendukung e-learning bahasa Arab di SMK Syafi'i Akrom adalah fasilitas yang cukup lengkap, keberadaan elearning. ponpes-smksa.sch.id sebagai situs web e-learning, dukungan dana yang cukup, pelatihan IT, dan kemampuan siswa dalam penggunaan TIK. Kendala dari e-learning di sekolah kejuruan ini adalah kurangnya kemampuan dan minat guru dalam menggunakan IT yang memungkinkan kurangnya kemampuan untuk menyediakan materi yang lebih interaktif bagi siswa, kompleksitas fitur dalam Moodle, dan siswa yang berasal dari sekolah non-Madrasah / Madrasah yang memiliki kemampuan berbahasa Arab yang rendah.

Kata Kunci: e-learning, internet, web, moodle, pembelajaran bahasa Arab.

INTRODUCTION

Teaching and learning process are two processes that seem to be inseparable. There is an assumption that if there is a learning process there must be a teaching process. The opinion stating that the teaching process is an activity to enable a directed and planned process for conducting a learning process individually is not entirely correct because the learning process can occur at anytime and anywhere regardless the existence of a teacher. The learning process occurs as the result of the interactions between individuals and their environment. Therefore, basically the teaching and learning process does not have to be practiced by a teacher only, because he is only one of the sources of learning. Learning is a complex process that occurs in everyone and it lasts a lifetime (life long education). The nature of learning is behavioral change in individuals concerning cognitive, affective and psychomotor aspects. Learning process that has been running so far, including foreign language learning (read: Arabic), is a complex process with a variety of complicated phenomena so it is not surprising that this term covers various meanings. This statement is in line with what was delivered by H. Douglas Brown in his book "Principles of Language Teaching and Learning " stating that learning a second language (read: Arabic) is a long and complex work. The whole of you is affected as you struggle beyond the boundaries of the first language and try to reach a new language, a new culture, and a new way of thinking, feeling and acting.

1 Arif S. Sadiman, Media Pendidikan (Jakarta : Raja Grafindo Persada, 1996), 1.
2 Sadiman, Media, 1
3 Abdul Wahab Rosyidi, Media Pembelajaran Bahasa Arab (Malang : UIN-Malang Press, 2009), 17.
Therefore, learning a foreign language (read: Arabic) is a hard and tedious effort that can frustrate the learners. This is because learning a foreign language is an effort to form and build new situations and conditions in a person to interact and communicate with foreign language owners. His new conditions (foreign languages) sometimes differ completely from the conditions of his mother tongue, at the level of the sound system, syllables, words and word order, but sometimes it has similarities with his mother tongue’s condition. Whatever the conditions are, learning a foreign language begins after a person has his own language tradition that has been rooted in his mind, so that there must be conditioning process to be ready in accepting the new tradition of the learned language. Depending on those conditions, there should be various strategies conducted continuously for the sake of learning foreign languages. One of the strategies of avoiding the boredom in learning a foreign language is using a learning media.

Utilizing media is a necessity in improving learning activities because most of schools and madrassa still put the students as learning objects, and the teachers as learning subjects or the learning central. The pattern brings out one-way interactions and lessen the students’ activeness. There is small opportunity for the students to explore and do what they are interested in. The one-way learning process decreases the students’ activeness in processing information. They do not become active learners to find the meaning of knowledge by themselves. They tend to see and hear more (they are mentally passive). These conditions certainly do not support the students’ cognitive development as they are not provided the opportunity to play an active role in using their abilities to explore the learning environment for gaining new knowledge. The problems mentioned above can be overcome by providing opportunities for them to learn actively (active learning) in their class. Active learning requires learning media as the learning resources that can be directly used by the students.

In terms of optimizing the media, learning Arabic in schools or madrassas prefer to use conventional one. The teachers only rely on classical lecture methods. They do not use other supporting media besides books. They can actually choose and use some alternative media to create a fun and memorable learning atmosphere. Classical learning methods, as explained previously, do
not meet the principles of effective learning and do not empower students' potential. Teaching and learning activities should be able to optimize all the students’ potential to master the expected competencies. The teaching and learning process should be based on the principles of: (1) student centered, (2) developing student creativity, (3) creating fun and challenging conditions, (4) developing various moral-contained competencies, (5) providing various learning experience, and (6) learning by doing.

Based on the explanation above, both teachers and students in schools or madrasas require the learning media innovations. The innovations are used to improve learning quality. One of the products of technology that can be used as the learning innovation is computer. This is consistent with Herman Dwi Surjono’s statement that computers as one of the products of technology are considered appropriate to be used as teaching aids.\(^\text{10}\)

No wonder there is a statement stating computers are considered appropriate to be the learning media. There are eight reasons supporting this assumption, include: experience, motivation, learning improvement, authentic material, wider interaction, more personal, multiple sources, and global understanding. By connecting a computer to an internet network, learners will get a broader experience. They are not only as the passive recipients but also determinants of learning for themselves. Computer-based learning will provide higher motivation as the computers are always associated with fun, games and creativity. Thus, the learning process will meet the improvement.\(^\text{11}\)

The use of computers and internet as the learning media in a classroom is not an option. It has become the way of life which cannot be avoided by educational field. Today educational practices have not been able to sustain the existence of educational institutions as a "crater" of science and cultural investment.

Computer technology brings a lot of expectation which presents various stimuli in achieving optimal, effective and efficient learning goals. This technology that was developed in the early 1950s has provided tremendous benefits for human life. This recent decade, computers have been widely used in all sectors of human life. Moreover, with the development of the internet, which is the starting point of the technology development, computer increasingly becomes a necessity in all parts of human life, including education.


\(^{11}\) Rosyidi, Media Pembelajaran, 105.

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Internet is a medium for sharing information and interacting anytime and anywhere. According to Turban, internet is a large computer network in the world which is actually a network of networks. O’Brien believes that internet is a fast-growing computer network of millions of education which connects to millions of computers and has tremendous amount of users. Many educational institutions use this media to improve their competitiveness, improve services to learners or stakeholders and increase the effectiveness and efficiency of real learning activities. Fast and easy internet access provides opportunities in increasing learning, which is called by e-learning.\(^\text{12}\)

For Open Source-based e-learning of Learning Management System (LMS), MOODLE (Modular Object Oriented Dynamic Learning Environment) is recognized as one of the best and most comprehensive LMS with the total of 38,896 sites, 16,927,590 users, and 1,713,438 material based on the statistical data in January 2008\(^\text{13}\). MOODLE is a name for an application program that can change learning media into web form. This application allows students to come into "digital classrooms" to access learning material. MOODLE can help the teacher to prepare learning materials, quizzes, electronic journals and others. It can be downloaded for free, and it can be used or modified by anyone under GNU license (General Public License).

Based on the several advantages of using MOODLE as one of the e-learning platforms, it certainly can be one of the offers among several provide solutions to overcome the previous problems. MOODLE e-learning completed with its various features helps students to be more independent in finding the meaning of learning and it is able to reduce transportation costs, books, time and so on. It also helps the teacher in deepening the material which he cannot do during the classroom learning because the students can access the material in Moodle.\(^\text{14}\)

Departing from the above explanation, the researchers are interested in conducting research on the use of e-learning in Arabic learning by using one of the LMS’s open source platforms namely Moodle (Modular Object Oriented Dynamic Learning Environment) at Syafi’i Akrom Pekalongan Vocational School. This study aims to find out further about how the use of e-learning


open source Moodle (Modular Object Oriented Dynamic Learning Environment) at Syafi’i Akrom Pekalongan Vocational School.

According to the background and limitation of the problem above, the researcher formulated several key issues "How are the system and model of e-learning open source Moodle (Modular Object Oriented Dynamic Learning Environment) and the supporting as well as obstructing factors of the use of e-learning in Arabic learning in Syafi'i Akrom Vocational School of Pekalongan?"

METHOD

This research is a field research, meaning the data is obtained by conducting surveys in the field or research location to obtain a clear and detailed view of the use of e-learning in Arabic learning process using Moodle (Modular Object Oriented Dynamic Learning Environment) at Syafi’i Akrom Vocational School in Pekalongan. The researcher conducts this research in the research field to collect data as the primary source. The secondary data are gained from exploring the books, newspapers, magazines, internet and other records which are considered to have a relationship with this research and can support in providing the solution of the in this study.15

The object of this research is the use of e-learning in Arabic learning using Moodle (Modular Object Oriented Dynamic Learning Environment) at Syafi‘i Akrom Vocational School. The sources that provide complete data of this researchers is the person in charge of the e-learning, curriculum manager, Arabic teachers, and the students.

Technique in collecting the data is a necessity to facilitate the data analysis. This research uses technique observation, interview and documentation. In analyzing the data, this research uses constant comparative method. Constant comparative method is the analysis process which constantly compares one data with another data, and then constantly compares categories with other categories. This method is called by "Graunded Research", because it was originally discovered by Glaser and Strauss and written in their book entitled "The Discovery of Graunded Research". It is important that Graunded Research is interpreted not only as a philosophy but also a method of data analysis.

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RESULT AND DISCUSSION

Utilizing E-Learning by Using Moodle in Syafi’i Akrom Vocational School

1. Purpose and Objectives

The implementation of e-learning at Syafi’i Akrom vocational school using the learning web (e-learning) in elearning.ponpes-smksa.sch.id is intended as an alternative media to support the conventional media. It is used to facilitate teachers and students in the both conventional learning (face-to-face meeting in classroom) and e-learning (via online). The implementation of the e-learning in Syafi’i Akrom Vocational School is intended to students who take internships program or Prakerin (Praktik Kerja Industri) outside of school. This program runs for about three (3) months\(^1\).

The implementation of e-learning at Syafi’i Akrom Vocational School also aims to create interaction between students and teachers. It is expected for them to have more interactive and intensive communication, both directly and indirectly. Therefore, the learning process can be more independent without finding problems of place and time even the teacher has flexible time to teach. The learning is more student-oriented (students are more active), technology-based method, completed by easy-accessed sources, and easy to adapt the environment. The teacher is able to perform and develop his teaching ability by using video streaming, simulation, and animation for his presentation.

2. Moodle Management

a. Site Management / Operator

Syafi’i Akrom Vocational School website at elearning.ponpes-smksa.sch.id was operated by an administrator, who was chosen when the website created. This year, the operator of the e-learning implementation in general and the one who manages content of the Learning Website is a teacher from Computer and Network Program/ Teknik Komputer dan Jaringan (TKJ)\(^1\).

Web learning (e-learning) at Syafi’i Akrom Vocational School uses an independent hosting provided by dapurhosting.net. Dapurhosting.net is a hosting and domain service provider in Indonesia located at Jl. Pangeran Jayakarta 121/24, Jakarta Pusat, Jakarta.\(^2\). The

\(^{1}\) Interview with one of the managers of e-learning Syafi’i Akrom Vocational School Muhammad Zubaed, August 16, 2018.

\(^{2}\) Interview with one of the managers of e-learning Syafi’i Akrom Vocational School Muhammad Zubaed, August 16, 2018.

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The web (e-learning) address was made on November 13, 2014 and expired on November 18, 2018.

Furthermore, in site management, an operator is able to change the appearance (themes), choose colors, fonts, arrangement and the others for the display needs. Since the launching of the website in 2014, the interface has changed the appearance several times. In 2014, the web display (e-learning) was more interactive than before. The operator also has the authority to design activities or subjects which can be added or reduced regarding the school’s need. All subjects are included in the e-learning web and the materials are uploaded as well. Beside the ability and authority as described above, the admin is also expected to have the capability in programming the language of the web development, called by PHP. Its source code is easy to modify based on the needs. In order to facilitate the users both the teachers and the students, there were several programs of socializing the uses of e-learning. This socialization is usually carried out at the beginning of the new academic year. Few times of socialization have not been able to guarantee the users (teachers and students) in understanding how to use the e-learning properly. Surely, it takes not only time, but also willingness and skills to meet the targets.  

Here is the display of the interface of Syafi’i Akrom Vocational School at elearning.ponpes-smksa.sch.id:

![Figure 1. Interface of Syafi’i Akrom Vocational School’s e-learning](image)

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19 Interview with one of the managers of e-learning Syafi’i Akrom Vocational School Muhammad Zubaed, August 16, 2018.

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b. User Management

This management is used to reduce the operator’s involvement while maintaining high-risk security. The email uses standard method where the students can create user names to log in. Email address will be checked via confirmation. Each person is recommended to have only one user for the entire servers and each user can have different access. The teachers have special privileges, meaning they can change (modify) the learning material. There is a "registration key" to protect the access from strangers. All users can create their own biographies and add photos. Each user can choose the language used in the platform.

On the learning web (e-learning), the teachers and students as users (users) can log in to the learning web as a guest if they only want to access the subject or information displayed, excludes the teacher / instructor who practices online direct teaching or uploads the material (modules) of the lessons. However, until now, there is only the operator who upload the lesson material (modules).

Hopefully, in the future, all teachers / instructors have capability in uploading their own lesson material (modules) after being trained how to use the e-learning. For users from students, as stated earlier, they can simply log in as guests if they only want to access the material (modules) of the lessons or information available. Therefore, they do not have to log in by using their user name and enter their email. They only have to click the guest button, then they can access and download the material (modules) or the information.20

The following figure is the display when a user will log in on the learning website:

![Log in user](image)

Figure 2. The display of log in user

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20 Interview with one of the managers of e-learning Syafi’i Akrom Vocational School Muhammad Zubaed, August 16, 2018.
c. Course Management

Teachers have absolute authority in managing the lesson, including forbid other teachers in choosing the learning form / method such as; weekly, topic or discussion form. There are forums, quizzes, polls, surveys, assignments, conversations and training that are used to support the learning process. All classes for Forums, Quizzes and Assignments can be displayed on one page (available to be downloaded as worksheet files). The learning material can be compiled using a zip file.

In the e-learning of Syafi‘i Akrom Vocational School, the material (modules) are displayed, can be accessed and downloaded. The materials cover all subjects in all classes of the vocational program in the school, including religious (Aswaja), Arabic, general and vocational subjects.

The following are the subjects or training / courses activities available on the Syafi‘i Akrom Vocational School learning web:

1. Religious subjects:
   a. Islamic Education (PAI)
   b. Fiqh
   c. Aswaja (Ahlußunnah wal Jama’ah)
   d. Arabic

2. Civics Education (Civics)

3. Indonesian History

4. Physical Education, Sports and Health (Penjasorkes)

5. Indonesian Language

6. Culture and Arts

7. Javanese Language

8. Mathematics

9. English

10. Natural Sciences (IPA)

11. Social Sciences (IPS)

12. Chemistry

13. Physics

14. Entrepreneurship

15. Computer Skills and Information Management (KKPI)
16. Vocational Competence of Computer and Network Program (TKJ)
17. Vocational Competence of Fashion Program (BB)
18. Vocational Competence of Motorcycle Engineering Program (TSM)
19. Vocational Competence of Light Vehicle Engineering Program (TKR)
20. Vocational Competence of Software Engineering Program (RPL)

The material (module) which frequently uses the learning website are ones related to
the use of computers such as KKPI (Computer Skills and Information Management) and other
subjects involved in the Computer and Network Engineering Program (TKJ). Here is the
appearance of the learning management consisting of several classes.

Figure 7. Display of the learning management

3. Content of the LMS Moodle-based Web Site
   a. Static Web Content

   In the e-learning web there are several static (fixed) display contents, including:

   1) Text page
   2) Web page
   3) Hyperlinks to everything on the web (including materials on the Moodle sites).
   4) Display of the course directory.
   5) Labels that shows text or image

   The following figure is the display of the content of the static web interface
b. Content of Interactive Web

In Syafii Akrom’s e-learning web, there are interactive contents of web display, including:

1) Assignment

In this section, students upload their work (in various formats) to the server through the learning web. Furthermore, the teacher / instructor will provide the assessment in the form of responses or comments on one page and one format. The teacher / instructor provides feedback into the assignment page of the each student completed by an email notification. As the researcher explained before, this activity is only practiced by teachers who teach subjects related to computers and subjects in a Computer and Network Program (TKJ).

2) Choice

This section is used to vote (taking opinions on a problem) or get feedback from students. Thus, the teacher and students can see the results of the poll which is displayed in a table showing the students’ choices.

3) Journal

In this part, there are open-ended questions given by the teacher for the students. The students also fill the assessment in the attached form on the page. Then the teacher / instructor provides feedback on one page with journal input, accompanied by email notification.
4) Quiz

In this section, the teacher creates a database of questions in several formats. They can be in the form of multiple choice questions, short answers, true-false, matching, random questions and other forms. This feature is used for scoring. In e-learning of Syafi’i Akrom Vocational School, only Computer and Network program (TKJ) has used this feature.

5) Lesson (courses/training/subjects)

As explained earlier, the material (modules) that are displayed and can be downloaded are all subjects in all vocational program classes in Vocational School Akrom Pekalongan covering religious (Aswaja's), compulsory and vocational subjects.

The subject (module) which often uses this media is the subject that related to the use of computers and some subjects in the Computers and Networks program (TKJ).

6) Survey

This feature has not been used optimally because it has not had significant use for this school.

c. Interaction between Components in the Moodle Web System

1) Chat (live online chat between students / teachers)

This feature is actually useful for the teachers and students which allows written synchronous interaction (at the same time) between student-teacher or between student-student. Unfortunately, this school has not implemented this feature. As it mentioned before, the students use the web only to access the material and do some assignments given from the teacher.

2) Forum

Similar with the previous feature, this one has also not been utilized by this school. It allows discussion between the teacher and students or with other users. It contains a number of bulletin boards displayed for each course.

3) Workshop

This feature is used by teachers / instructors to assess the students’ assignments that have been uploaded in the form of documents. The assessment is managed by the teacher / instructors in some different levels. This feature has been implemented only by the subject related to the use of computer.
Utilizing of E-Learning in Arabic Learning by Using Moodle at Syafi’i Akrom Vocational School

1. Purpose and Objectives

   The purpose and objectives of Arabic learning at Syafi’i Akrom Vocational School are based on the Competency Standards and Basic Competencies of Islamic Education and Arabic Language Curriculum of 2013 as stated in the Decree of the Minister of Religion Affairs of the Republic of Indonesia Number: 165 of 2014, which states that Arabic subjects have the following objectives:

   a. Develop the ability to communicate in Arabic both orally and written, including four language skills - listening (istima’), speaking (kalam), reading (qira’ah), and writing (chitabah).
   
   b. Raise awareness of the importance of Arabic as one of the foreign languages to be the main tool of learning, especially in studying the sources of Islamic teachings.
   
   c. Develop an understanding of the relationship between language and culture as well as broaden the cultural horizons. Thus, the students are expected to have cross-cultural insights and involve themselves in cultural diversity.

   The purpose and objectives of implementing the Arabic e-learning at elearning.ponpes-smksa.sch.id is as an alternative media which is differ from several other conventional media in classroom learning. It is also intended as a supplementary subject (supplement) of face-to-face learning in the classroom.

   In particular, the purpose and objectives of Arabic e-learning at Syafi’i Akrom Vocational School are intended to the XI graders who are participating in the internship program or Prakerin for three (3) months.

2. Components of Arabic E-Learning

   One of the compulsory activities in the beginning process of a learning is creating a syllabus for both conventional and online (e-learning) learning. Syllabus is one of the components of e-learning design. It is a tangible form of a learning plan, both conventional and online learning. It contains several components, namely: competency standards, basic competencies, learning materials, learning experiences for learners, time allotment, and source of materials / tools. The syllabus is a useful guide for further learning development, such as making lesson plans, managing learning activities and developing learning assessment / evaluation.

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22 Interview with one of the managers of e-learning Syafi’i Akrom Vocational School Muhammad Zubaed, August 16, 2018.
In the following elaboration, the researcher explains some of the stages carried out by Arabic teachers at Syafi’i Akrom Vocational School in preparing conventional and online Arabic learning.

a. Planning the Learning Process

A teacher needs to prepare Lesson Plan / Rencana Pelaksanaan Pembelajaran (RPP) before teaches a lesson to students. It is a common activity for teachers. Likewise the Arabic language teacher at Syafi’i Akrom Vocational School, they also create the lesson plan (RPP) which is a detail elaboration of the Arabic learning syllabus. The lesson plan (RPP) is prepared for conventional learning practice and will be developed for online media learning (e-learning).

b. Learning Implementation

Based on the syllabus compiled by the Arabic teachers of Syafi’i Akrom Vocational School and the results of the interviews, it reveals that the implementation of Arabic learning usually begins with reading the text correctly, followed by interpreting and memorizing some vocabulary (mufradāt), identifying several sentence patterns or grammar contained in the reading (tarkīb), arranging sentences that have similar patterns or grammar being studied, and practicing making guided essay (insya ‘) which has the pattern or grammar being studied. That outline is the general procedure of the implementation of Arabic learning for X, XI and XII graders of all vocational programs at Syafi’I Akrom Vocational School.

Concerning the method used by the teacher in delivering Arabic learning material, the teacher still uses explanation in delivering the material. This data were taken from the observations and the interview with the Arabic language teacher. Occasionally, they combined the conventional method with the others such as giving assignment and recitation, question and answer method, and the training method (drill).

The teachers sometime utilize the online media at elearning.ponpes-smksa.sch.id. However, that is only for delivering additional material (complement) only. It is also intended for XI graders who are participating the internship program or Prakerin for three (3) months. The teachers tend to use conventional media with face-to-face learning in the classroom rather than online learning media, for the functions of Moodle on the learning web has not optimized yet. In the implementation of the e-learning using Moodle, the teachers attach the material on the web to allow the students to access the material. It means that the use of Moodle has not fully optimized all of its features.
The implementation of conventional learning makes some students not too enthusiastic and interested in the learning process. The reasons are varied as mentioned above. In addition, it could be caused by the condition that there are several students who have not been able to read Quran, because most of them graduate from junior high school. The students who have the ability and good religious understanding are enthusiastic and motivated in participating in the Arabic learning because most of them come from Madrasahs or Salaf and Modern Islamic boarding schools.

c. Learning Assessment / Evaluation

At the end of the Arabic teaching, the teacher has to give assessment / evaluation to assess / evaluate the extent to which the ability / grasp of students to the material delivered by the teacher. The assessment techniques commonly delivered orally and written by the Arabic teachers in the form of daily tests and individual assignments. In fact, the assessment using the quiz feature available on the learning web (e-learning) at elearning.ponpes-smksa.sch.id has not been utilized optimally. There is only assessment of the Arabic language which is included into the Arabic learning material. It is not appear in the quiz feature that can be used to create various forms and types of questions. In daily meeting, the teacher tends to apply conventional assessments.

3. Material (Module) in Arabic E-Learning

The Arabic learning material (modules) available on the learning web do not cover all of Arabic language proficiency. This web only supports mahāratul qirā'ah, and mahāratul kitābah. Mahāratul istima 'and mahāratul kalam have not yet been supported by this application. In fact, all of the language proficiency skills can be supported by this application if the audio and video features can be maximized too.

Here are the material (modules) of Arabic learning on the learning web at elearning.ponpes-smksa.sch.id.

a. Material (Modules) of X grade

1) *Ism Isyārah*
2) *Ism Mużakkar – Mu’annaš*
3) *Damīr (personal pronoun)*
4) *Ism Nakirah – Ism Ma’rifah*
5) *Harf Jar*
6) *Zarful Makān (Adverbs of place)*
b. Material (Modules) of XI grade

1) *Na’t wa Manʿūt* (Adjectives)
2) *ʿAḍād* (Numbers)
3) *Jumlah Fiʿliyah* (Verbal sentences)
4) *Fiʿl Mādi – Fiʿl Mudāriʿ* (Present-past sentences)

c. Material (Modules) of XII grade

1) *Harf Istīfḥām*
2) *Ism Taqdīl*
3) *Ism Maʻūṣūl*
4) *Ḥāl*
5) *ʿAfʿālul Khamsah*
6) *Harf Naṣāb*
7) *Harf Ḥazm*
8) *Adawāt Syarṭi*
9) *ʿAdad (Numbers)*

Here is the interface of the material (module) of Arabic learning at Syafiʿi Akrom Vocational School:

![Figure 5. Interface (interface) of Arabic learning material (modules)](image)

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Supporting Factors and Inhibiting Factors of the Implementation of Arabic E-Learning by Using Moodle at Syafi’i Akrom Vocational School

Syafi’i Akrom Vocational School is one of the most popular Islamic Boarding Schools-based Vocational High Schools in Pekalongan. This school was established as the result of the government programs in prioritizing the developing small Vocational Schools in Islamic boarding schools.

The facility of ICT provided by Syafi’i Akrom Vocational School are adequate. As has been explained before, the facilities / infrastructure that support ICT and e-learning at Syafi’i Akrom Pekalongan Vocational School are equipped with computer with a minimum specification of Dual Core 2GB RAM processor, 80 GB hard drive, Wi-Fi and most of them use LCD. The completeness is in line with the network / internet network. The internet uses a trusted provider from Speedy Telkom with a capacity of 100 Mbps. All areas of the Vocational School covered by hotspots. However, some areas are protected by Wi-Fi passwords and some areas are free access.

The web learning (e-learning) of Syafi’i Akrom Vocational School at elearning.ponpes-smksa.sch.id uses an independent hosting service from www.dapurhosting.net. Dapurhosting.net itself is a hosting and domain service provider in Indonesia located at Jl. Pangeran Jayakarta 121/24, Jakarta Pusat, DKI Jakarta. The web (e-learning) address was made on November 13, 2014 and expire on November 18, 2018.

E-learning method has its peak in 2006. In 2016, Syafi’I akrom Vocational School started to use the Moodle LMS platform model. In the beginning, the display was very simple and now it looks more attractive. But unfortunately, the use of the e-learning has not been fully utilized properly as an e-learning media using Moodle. The new lesson material just attached on the e-learning web and it has not yet been fully interactive for the students and teachers. Only some of the subjects use this media properly, even those are related to ICT subjects besides those whose teachers teach in Computer and Network Program (TKJ). Whereas for Arabic learning, there is only learning material attached on the e-learning web, without using audio, video or chat. The new material cover Qawā‘īd Nahwu and Tarkīb Arabic along with some simple examples. This minimal implementation is caused by the lack of mastering ICT by the teachers of Syafi’i Akrom Vocational School. They find problems in uploading and setting the material in the forms that support audio, video or flash animation. They only are able to create it in Word format which then be converted to pdf format. This problem has been solved by conducting IT socialization and training for the teachers. Moreover, based on the observation, there is lack of interest in mastering IT even though
there is 'reward' for them who have been able to implement it. In addition, there is different level of the teachers’ ability in mastering IT. This problem is also faced by the Arabic teachers, which absolutely affected the students. The e-learning is expected to make the students have more interest in learning Arabic. Because of the above constraints, the students finally have not been able to master the Arabic lesson properly even they are limited to know more what Arabic lesson is.

CONCLUSION

E-learning applications by using Moodle (Modular Object Oriented Dynamic Learning Environment) at Syafi’i Akrom Vocational School have not been utilized properly and maximally by all teachers / instructors in the vocational school. There are only few teachers / instructors who have capability in operating it. The learning process still uses conventional methods and media with face-to-face meetings in classroom by utilizing the provided media. The material (modules) of Arabic learning on the e-learning web only contain the uploaded material which can be accessed by users (users) both teachers and students. It has not yet optimized all features of Moodle, such as audio, video, chat, quiz, and forum features for discussing the Arabic learning material (modules).

E-learning application at Syafi’i Akrom Vocational School was created as an alternative media in learning and aimed to create more interactive and communicative interaction between students and teachers, both directly and indirectly. In addition, it is expected that the learning can be more independent without troubling place and time. The teacher is able to arrange the learning in more flexible time, especially to teach the XI graders who are participating in Internship program for three (3) months. Supporting factor of the implementation of Arabic e-learning by using Moodle (Modular Object Oriented Dynamic Learning Environment) at Syafi’i Akrom Vocational School is the complete facility provided by the school to in terms of ICT infrastructure. For the multimedia devices, the computers and internet access completed with the networks / internet networks up to 100 Mbps, a learning web is prepared using open source software namely Moodle at elearning.ponpes-smksa.sch.id which has a pretty good appearance, sufficient financial support, the are several training / courses for the teacher and students to improve the IT skills, and the significant and helpful facility is the ability of the students in operating ICT. The inhibiting factor of the e-learning is the teacher’s lack of ability and interest in mastering IT which impacts on the minimum use of the interactive material provided in the Moodle features, that they find several problems to use it. Besides, most of the students come from junior high school, who do not understand deeply about Arabic subjects.
REFERENCES


Interview with one of the managers of e-learning Syafi’i Akrom Vocational School Muhammad Zubaed, August 16, 2018.
